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ARTICLE



Conditions for generative reflection in practicum tutorials: the representations of tutors and preservice teachers

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ABSTRACT

This paper uses a qualitative approach and analysis inspired by Grounded Theory to address the conditions for generative reflection based on the social representations of tutors and students in initial teacher training. The findings reveal high regard for reflection among both sets of actors. There is also evidence of the predominantly guiding role of the tutor and appreciation of their position as an expert on the part of preservice teachers. The conditions noted previously in the literature are validated and others emerge in accordance with the Chilean context.

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Preservice teacher education; teacher education programmes; teaching conditions; reflective practice; practicum tutorials

Introduction

The value of investigating generative reflection, which is understood as reflection which produces new knowledge and influences professional development (Ruffinelli 2018), is based on the ideas of Schön (1992, 1998) and the role attributed to reflection in the literature as a driver of professional development (Correa Molina 2011), which is the main argument for its inclusion in Initial Teacher Training (IIT). Despite agreement on the importance of reflection in IIT and for professional development, the research consensus is that there is: i) polysemy and lack of agreement on the concept (Beauchamp 2015; Concha et al. 2013; Correa Molina 2011; Guerra 2009; Mena Marcos, Sanchez, and Tillema 2011; Thompson and Pascal 2012); ii) a gap between the discourse on reflection and how it is practiced (Mena Marcos, Sanchez, and Tillema 2011); iii) a lack of evidence about effective methodologies for its development in ITT (Beauchamp 2015; Concha et al. 2013; Correa Molina et al. 2014; Guerra 2009; Russell 2012); and, iv) a paucity of evidence about reflective practices that are conducive to professional development in ITT (Collin, Karsenti, and Komis 2013).

Russell (2012) refers to the saturation of the concept of reflection in ITT, which is inversely proportional to its effective development. Ruffinelli (2018) adds that understanding of reflection is limited to considering it a cognitive function that is comparable to analysis and not a complex and transformative metacognitive function.

Understanding the training of reflective teachers requires consideration of the particularities of the Chilean educational context, which has been characterised by commercialisation.

This process has affected ITT since the deregulation of the system, which has made training processes precarious (Cox, Meckes, and Bascopé 2010). Thus, in order to reduce the costs of teaching staff, practicums and tutorials are usually outsourced to external trainers, leading to the implementation of idiosyncratic training practices that are poorly supported by research and institutional agreements (Ruffinelli, de la Hoz, and Álvarez, 2020).

This paper presents findings from a broader study of the social representations (SRs) of tutors¹ and students in their penultimate practicum² regarding the conditions, strategies, and effects of generative reflection in ITT. This work focuses on the conditions of generative reflection in practicum tutorials. This is justified because tutorials are a key space for the development of reflection and because of the productive connection required between theoretical and practical knowledge (Gelfuso and Dennis 2014), which depends on the way in which various opportunities are oriented for the development of this practice (Jones and Ryan 2014). The findings will enable greater adherence to the reflective approach in ITT as a tool for professional development.

Conceptual references and advances in the literature

‘Generative reflection’

This research falls within the tradition that conceives the teacher as a reflective professional, and reflective practice as a complex metacognitive and transformative activity (Schön 1998). Its generative nature is shaped by experience informed by theory, which creates new practical knowledge that allows the teacher’s repertoire to be modified, generating professional learning and improving their practice (Schön 1998). Reflection is understood as a meta-ability that is social, recursively constructed, and based on cognitive processes that allow conscious professional practice that can be reviewed considering experience and specialised knowledge, reconfiguring it and influencing professional development (Ruffinelli 2018). That is, it is only reflection if it leads to professional development. This generative understanding diverges from cognitive understandings, such as ‘technical reflection’, based on the analysis and resolution of problems using theory (Pascual 1998), or from other metacognitive understandings such as ‘reflective teaching’, which recognises theoretical and experiential knowledge, but only considers the production of new knowledge (Cruikshank 1987; Dewey 1989), or ‘critical reflection’ (Zeichner 1993) and reflective practice (Schön 1983), which involve the transformation of practice. In this respect, generative reflection involves two key elements: new knowledge and transformation.

Study of social representations

This research is in line with studies of the actor’s subjectivity. SRs refer to the ability to attribute meaning to one’s own behaviour and understand reality through a system of shared references (Moscovici 1984) that allow organisation of the social world (Jodelet 1986). These SRs are expressed in judgements, opinions, beliefs, knowledge, and attitudes (Moscovici 1984) and are linked to practice guiding action and justifying knowledge and practices (Wagner 1994). They are devices that allow reality to be interpreted and acted upon (Jaramillo 2012). This is how the actions of the subjects are associated

with the SRs and the SRs are modified according to the practice (Valencia and Elejabarrieta 1994). The SRs allow us to understand how subjects signify the conditions for generative reflection and the way in which this reflection affects their SRs (Duveen 1994).

Literature review

The literature on reflection in ITT and professional development refers to general and specific contextual conditions of practicum tutorials. The former are related to social and institutional aspects, while the latter involve the characteristics of this space, the tutors, and preservice teachers, and the relationship between them. One of the contextual conditions highlights a 'reflective culture' of training institutions (Beauchamp 2015; Corbin and Eick 2015; Ruffinelli, de la Hoz, and Álvarez 2020; Svojanovsky 2017). Reflection on practice as a central pillar of ITT (Perrenoud 2001) and early development of reflection are emphasised in the conditions of the training programmes (Beauchamp 2015; Nocetti and Medina 2018; Ruffinelli, de la Hoz, and Álvarez 2020). Also noted is the importance of unifying the understanding of reflective practice between trainers (Nocetti and Medina 2018) and ensuring the programmes promote collaborative relationships between advisory teachers³ and tutors (Stenberg, Rajala, and Hilppo 2016), with an emphasis on work in triads (Bates, Ramirez, and Drits 2009; Gelfuso and Dennis 2014; Hirmas 2014).

With regard to the conditions of lines of practice, the emphasis is on the climate of the tutorials and the importance of a safe and supportive environment (Foong, Nor, M., and Nolan 2018; Svojanovsky 2017). It is argued that the relationship between the tutor and preservice teachers is key to fostering genuine, collaborative conversations and authentic dialogue (Sheridan and Young 2017; Yagata 2017). The importance that the tutorials have a clear structure and focus is also highlighted (Bjuland and Helgevoid 2018), as is the significance of feedback (Corbin and Eick 2015).

As regards the conditions of the preservice teacher, the significance of their attitude is underlined (Foong, Nor, M., and Nolan 2018; Nocetti and Medina 2018; Ruffinelli, de la Hoz, and Álvarez 2020; Sheridan and Young 2017; Yagata 2017), as well as their active role (Corbin and Eick 2015) and the availability of professional and theoretical knowledge to consider for reflection (Concha et al. 2013; Crichton and Valdera Gil 2015; Diez-Fernández and Domínguez-Fernández 2018; Gelfuso and Dennis 2014; Larrivee 2008; Mauri et al. 2016; Ruffinelli, de la Hoz, and Álvarez 2020; Stenberg, Rajala, and Hilppo 2016).

Finally, the greatest demands are made of the tutor in terms of attitudinal and pedagogical conditions: being capable of offering emotional support (Sánchez and Jara 2014), legitimising the experiential knowledge of the preservice teacher (Cruickshank 1987; Dewey 1989; Guerra 2009; Perrenoud 2001; Schön 1983), and considering their perspective (Ruffinelli, de la Hoz, and Álvarez, 2020; Yagata 2017). They are expected to be available (Bjuland and Helgevoid 2018; Corbin and Eick 2015; Diez-Fernández and Domínguez-Fernández 2018; Foong, Nor, M., and Nolan 2018; Ruffinelli, de la Hoz, and Álvarez 2020) and capable of structuring reflection, connecting students' theory and experience (Diez-Fernández and Domínguez-Fernández 2018; Mauri et al. 2016; Nocetti and Medina 2018; Ruffinelli, de la Hoz, and Álvarez 2020; Stenberg, Rajala, and Hilppo 2016), and guiding their progressive autonomy (Beauchamp 2015; Mauri et al. 2016; Stenberg, Rajala, and Hilppo 2016; Svojanovsky 2017). Also underlined is a need for

them to have specific training to promote reflection (Foong, Nor, M., and Nolan 2018; Nocetti and Medina 2018; Sheridan and Young 2017).

In this scenario, this paper asks: what are the SRs of tutors and preservice teachers on the conditions for generative reflection? This is in order to use the empirical evidence to collate the arguments of the theoretical literature and systematise findings to advance towards a training model for generative reflection.

Methodology

In order to achieve the research objective of understanding the social representations of tutors and preservice teachers on the conditions that promote reflection, we used a qualitative methodology because it explores the meanings that subjects give to their practices. This was done by following preservice teachers during their penultimate professional practicum⁴ (Stake 2013). The assumption is that the tutorials – as key spaces for reflection – should allow transformations in the students' representations and practices. The students were interviewed after reviewing video of the implementation of a class at the beginning of their penultimate practicum and after reviewing video of a practicum tutorial, and after reviewing video of a class towards the end of their practicum. Their tutors were also interviewed after reviewing video of the tutorial. Three group interviews were also conducted, one with tutors and two with preservice teachers in each training programme. The work was carried out as shown in Figure 1.

As the Table 1 shows, the fieldwork was carried out in two universities,⁵ with two dyads in each programme, four tutors and their four preservice teachers. Each dyad corresponded to a case. The criteria for selecting cases, programmes, and tutors (proposed by their course directors) involved intensity sampling, ensuring the cases were interesting. To select the preservice teachers, we used sampling of typical cases (students with average performance), enabling the results to be extrapolated (Flick, U 2004).

The Table 1 mentioned before should be placed here

The analysis was inspired by principles of Grounded Theory (Strauss and Corbin 2002), aimed at revealing the meaning of social action through the iterative analysis of data collected from the perspective of the participants, using the constant comparative method (Lincoln and Guba 1985) to seek saturation, thus constructing theory in the process of interaction between the researcher and informant, rather than themes (Thornberg and Charmaz 2014).

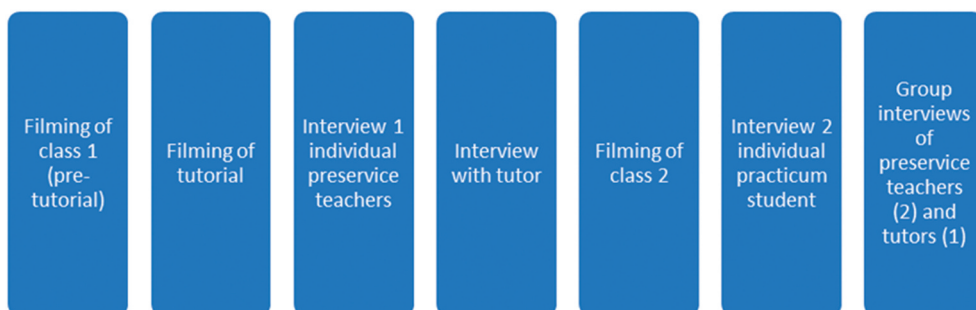


Figure 1. Fieldwork phases, year 1. Source: Prepared by the authors

Table 1. Characterisation of the participants.

University	Participants	Tutors *	
		Training/Experience	Preservice teachers
A	Dyad 1	Basic pedagogy and master's 5 years	Basic pedagogy, year 1–2
A	Dyad 2	Basic teacher, master's and doctorate 9 years	Basic pedagogy, specialisation in mathematics
A	Group 4	interview	4 participants 5–25 years
		participants from basic pedagogy, specialisation in science and year 1–2 of basic education	
B	Dyad 1	Secondary pedagogy and master's 3 years	Basic pedagogy, specialisation in mathematics and science
B	Dyad 2	Basic teacher, master's and doctorate 4 years	Basic pedagogy, specialisation in language and mathematics
B	Group 5	interview	**
		participants from basic pedagogy, double specialisation	

Source: Prepared by the authors

* No tutor has specific training to carry out their role

** There were no more tutors that semester

First, we carried out open, inductive encoding derived from the discourse. Then, we conducted axial coding, grouping codes. Finally, these categories were related to the literature reviewed, constructing theory relative to the conditions for reflection from the perspective of the subjects. The coding was subjected to coherence assessment based on 15% of the research corpus, producing a moderate index with a Cohen's kappa coefficient of 0.48. Ethical safeguards were also ensured with the approval of the study by an authorised Ethics Committee and having the participants sign informed consents.

This approach is pertinent because the teaching practices are supported by the SRs and because, specifically, practicum tutorials in the Chilean context have been constructed idiosyncratically (Ruffinelli, de la Hoz, and Álvarez, 2020) and poorly systematised.

Results

Conditions for reflection

The conditions reported are related to ITT, the device of the practicums, the tutorial, and the characteristics of the preservice teachers and tutors. The results show the agreements, differences, and points of conflict.

Conditions of ITT for reflection

A tension emerges in the importance of teaching reflection across the board and in a coordinated manner. Tutors from both programmes identify practical and didactic courses as being key spaces to develop reflection, while the preservice teachers and

tutors from programme B – who have specific courses on reflection – also stress its importance. That is, they highlight the specific courses to teach reflection, as well as the importance of teaching it across the board and in a coordinated manner.

Similarly, as a second condition, a need arises to offer formal contractual relationships to tutors in order for them to offer students comprehensive support. Two tutors from programme B and one from programme A have fee-for-service contracts,⁶ limited to supporting practicums: ‘I think it’s essential for the tutors to be constant and hopefully teach on the courses so that there can be follow-up and real work with the students’ (2019, Univ A, Tutors, group).

A third condition to promote generative reflection involves the link between school and university, based on dialogue between training and the demands of actual teaching practice. In this vein, the preservice teachers underline that the practicums should: be based on reflection on one’s own experience, legitimise the knowledge constructed from experience, and be linked to development of research skills.

Finally, a fourth condition entails the need to contextualise reflective training in solid disciplinary-didactic training that involves early practical training. The preservice teachers give special importance to the impact of the low systematicity of the classes, which have been interrupted constantly by student protests for more than a decade in programme A and during the last 5 years in programme B.

Conditions for the device of the practicum

The tutors and preservice teachers highlight two conditions for the device of the practicum: systematic support and collaborative work. Support is related to continuity and security, and is conceived in a context of collaborative reflection between peers, mediated by the tutor.

From this perspective, the tutors and preservice teachers in programme A value collaborative learning as a distinctive attribute: ‘We’re taught to work as a team ... we don’t usually take tests, we’re more about tasks, and always work in pairs, in trios’ (2019, Univ A, Preservice teacher, Dyad 1, interview 1). Along these lines, there is also a demand for coordinated work between the trainers. Tensions are revealed among certain tutors regarding work in dyads or triads, complicating the inclusion of advisory teachers or the continuation of work between the tutor and preservice teacher.

However, the dilemma between dyads or triads is still seminal and the preservice teachers would prefer the latter. Dyads are generally seen as having very basic problems, such as ensuring the advisory teacher simply allows the preservice teacher to give their classes.

Conditions of the tutorial

The climate of the tutorial is a primary factor; tutors and preservice teachers agree on the need for a climate of focused dialogue that considers the requirements and characteristics of each preservice teacher: ‘As the students are so different, one also adjusts the dialogue according to the characteristics of the student and what is observed in the class ... the recipe is to achieve dialogue with the student’ (2019, Univ A, Tutor, Dyad 2).

A second condition highlighted is having appropriate time and space to build a safe space that inspires trust, since tutorials often take place in recess periods and in places such as stairways and/or are too brief. A third element to promote reflection involves the presence and proximity of the tutor. Preservice teachers value the presence of the tutor at

the practice centre, as well as virtual communication between the classes given, and systematic tutoring, with well-defined objectives.

The findings also reveal tensions regarding the tutorial conditions. One of the prime elements considered to be problematic involves the evaluative nature of the tutorial, which places stress on the possibility of genuine reflection.

The tutors consider it essential for the tutorial to transcend the evaluative aspect, but, at the same time, they hope their role as an expert and guide is understood, rather than being promoters of reflection and professional transformation:

Don't look at the teacher who supports you, who has punitive abilities, as being detached, but rather as a mentor teacher who supports you because they want you to do better and do well before going out into the field to work ... because you can still get it wrong and if they correct you, you can fix that error (2019, University A, Tutor, Dyad 2, interview 1).

A second aspect on which there is a lack of agreement between the actors involves immediate or deferred tutorials. In programme B the tutorial takes place immediately after the tutor observes the class, and there is a tendency to argue in favour of this modality, since immediate recall is easier. In programme A there is a trend towards deferred tutorials:

'I forgot whole classes ... And when I got to the tutorial, it was like I didn't know much ... I couldn't remember what I had done ... it was like talking about something that had already happened, like an anecdote' (2019, Univ A, Preservice teachers, group a).

The tutors from this programme value distancing themselves from the situation and including inputs such as prior written reflections: 'The moment the class ends, when we go to see them, they're so nervous, they're so affected by their emotions that there are things they don't see. So, you give them one or two days to objectify' (2019, Univ A, Tutors, group).

The advantage of deferred tutorials may lie in their detachment from the situation of stress, because of their evaluative nature. Moreover, this time difference allows the preservice teachers to reflect on their performance before the tutorial. In this vein, one of the tutors underlines the importance of generating other inputs prior to the tutorial, such as lesson plans, suggesting that the tutor does not always know about or discuss the planning of the class they observe with the preservice teacher.

This conflict seems to place more value on the continuum of the tutorial on reflective practice than whether it is immediate or deferred. In this respect, reflection on different inputs and moments is valued, which define reflection as a process that transcends a single session.

Another conflict also emerges that is linked to individual or collective tutorials. Group spaces are valued in both programmes due to the possibility of discussing and learning from peers in horizontal and less evaluative relationships than in dyads. However, the actors also recognise the value of individual tutorials adapted to the experiences and requirements of the preservice teacher.

Conditions of preservice teachers for reflection

These conditions involve attitudinal, cognitive, and procedural components. Across the board, the tutors highlight the importance of the disposition, commitment, and

participation of the preservice teachers, while the preservice teachers emphasise the importance of openness to criticism as being necessary for transformation. A second condition highlighted by the tutors is knowledge of the context on the part of the preservice teachers, thus allowing professional practice to be established.

Other conditions involve the value of reflection during the implementation of classes and the availability of theoretical knowledge aimed at disciplinary and didactic training. Regarding the availability of professional knowledge, both the tutors and preservice teachers cursorily point out that having theoretical knowledge should be a necessary condition for reflection.

Regarding the evaluative nature of tutorials, although the preservice teachers assume that availability and openness to the tutor's viewpoints and suggestions is essential (moving away from a generative understanding of reflection), they also believe it is important to legitimise an autonomous decision-making space where genuine and potentially generative reflection should emerge: 'If I want, I accept; if I don't want to, I don't accept. I can take certain things and help change some of my things, or simply take it ...' (2019, Univ A, Preservice teacher, Dyad 2, interview 1). In this respect, the tutors from programme A highlight the importance of contributing to the preservice teacher's autonomy by making them responsible for their own performance.

Finally, a common conflict is identified regarding the characteristics of the preservice teacher: the tutors expect them to arrive as consolidated students, omitting the co-responsibility of the tutoring in their development.

Conditions of the tutor for reflection

The findings show heterogeneity in the representations regarding the tutor's role and their conditions to facilitate reflection, with greater demands from them for a variety of attitudinal and pedagogical elements. In first place, we find the attitudes required regarding the practicum centre and device. The ability to create a link with the practicum centre is emphasised, enabling a fluent relationship between the university, the students, and the schools. In line with this logic, the preservice teachers from both programmes point out that the tutor's knowledge about the preservice teachers and their contexts of practice is essential to focus the tutorials:

Often the [tutors'] decision-making isn't that consistent with the experience that we have in the schools. So that sometimes makes the topic of reflection difficult ... I feel it's really important for [the tutor] to be aware of what's happening in the school (2019, University B, Preservice teachers, group).

A second core concept that is highlighted with regard to the tutor's characteristics is related to their ability to create a good climate during the tutorials. The preservice teachers emphasise empathy and mutual recognition in order to achieve such a climate. In programme B they stress the importance of the tutor being available for the preservice teacher.

Finally, a third point identified is the availability of professional, pedagogical, and theoretical knowledge. In this respect, tutors from both programmes highlight the importance of having theory about reflection as a condition to promote reflection:

At the beginning, when I went to observe the class, I used the guideline and followed the guideline and that was it. And then I began to realise that, no, there are other things that you work on with the students But that change that I had was more when I started to do the reflection workshop . . . I'd never done a reflection class and I think we weren't even sure what reflection was all about. Besides, there are definitions everywhere But after I started doing the classes, I started to read, to look for information to teach what reflection meant and that's when I started making more sense of the tutorial (2019, Univ B, Tutor, Dyad 2, interview 1).

Along the same lines, the tutors from programme B underline the importance of being trained as facilitators of reflection. As already mentioned, none of them have specialised training to perform this role. For the same reason, the tutors in programme B highlight the institutional conditions that have allowed them to train to be tutors.

Some of the professional conditions required of tutors include: having experience as a classroom teacher and as a tutor, and sharing the speciality of their preservice teachers. Regarding the first point, conditions are identified such as the ability to generate formative interactions based on their experience, although they are focused on the expert – guiding – judgement of the tutor: 'as she has experience in the classroom, she helps me too . . . if I keep doing the same thing, who tells me that I'm doing something wrong, something bad?' (2019, Univ B, Preservice teacher, Dyad 2, interview 1).

The requirement of the tutor to belong to the same speciality as the preservice teachers is a point that is not frequently mentioned, probably because the focus of practicums is less disciplinary. In any case, this emerges in the discourse of students from both programmes, particularly to avoid the predominance of the tutor's bureaucratic role and to increase opportunities for professional learning:

As she doesn't know much about natural sciences, which is the area in which we're working, she gets kind of confused, so she tries to help us with the most bureaucratic part, which is like 'now guys, you have to look at this paper' (2019, Univ A, Preservice teachers, group a).

Finally, the pedagogical characteristics of the tutor are also highlighted, such as being a mediator between theory and practice, considering the separation between training and the demands of actual performance. This mediation would allow the students to resignify and link their experiences to knowledge:

The student's interpretation is always that the university is very detached from the school That's an ingrained belief. So, when the tutor makes the link between what is seen at the university and what is seen in the classroom, it clicks with the students, it makes sense to them (2019, University B, Tutor, Dyad 1).

The tutors' ability to make the performance of the preservice teacher visible is also emphasised: tutors and preservice teachers consider the tutor's role as a 'mirror' to be essential, allowing the student to observe themselves: 'In my view, the tutor's role, basically, what I try to do is highlight elements of their practice that need to be improved' (2019, Universidad B, Tutor, Dyad 1).

The form that this visibilisation takes ranges between guiding and constructivist approaches that coexist, although the assessment of this ability lies in the expert and guiding judgement of the tutor who helps the student to look at themselves from that

perspective, focusing on performances that should be improved. Tutors also recognise the value of highlighting positive elements of the student's performance. This guidance approach to 'visibilisation', related to 'showing' based on the expert judgement of the tutor, emphasises the perspective of guiding the preservice teacher to find their own answers in accordance with a constructivist and generative approach. However, preservice teachers from both programmes insist on the need to safeguard their learning, going beyond assessment, underlining the tutor's ability to transcend judgement and mediate the construction of new professional knowledge through reflection.

Discussion

The findings indicate that there are diverse representations about the conditions for reflection, as in the case of understanding this practice, which reveals its complex and multidimensional nature. Some findings are connected with the literature, while others conflict with it or propose new inflections. The importance of autonomous reflective practice is clear, although this is conflicted by the predominance of representations about the tutor as an expert judge and guide. The tutor's judgements and suggestions are therefore assumed by the preservice teachers as necessary to improve their performance. This suggests the prevalence of representations of the tutor as an expert, rather than a promoter of reflection.

Despite this, it is recognised that the tutorial includes a space for the preservice teacher's self-determination, either considering the tutor's judgements or not. This creates another conflict, which is described in the literature, regarding the tutor's evaluative role and not necessarily linked to evaluation for learning (Ross 2014). This is an issue that could reduce the probability of self-determination.

Based on the conditions of ITT, the lack of consensus between tutors and preservice teachers on approaching reflection in training processes is verified and it is confirmed that the practicums are considered as key spaces for reflective and professional development. In this vein, although reflection is conceived as a central pillar of training, some tutors value it being taught across the board and in a coordinated manner (Perrenoud 2001). The preservice teachers and tutors who have had the experience of developing reflection on specific courses also value it. This conflict reveals an apparent false dichotomy and the need to consider a non-exclusive formula that combines both possibilities. Another apparent false dichotomy can be observed regarding group or individual tutorials, either immediate or deferred, with the actors stressing the different qualities of each modality, suggesting a mixture that would conceive the tutorial as a continuous space for reflection.

Similarly, there is also a verified need for early practice that involves research and which focuses on the connection of theory and practice (Gelfuso and Dennis 2014; Perrenoud 2001). Also confirmed is the need to have educators who are trained to promote reflection (Guerra 2009; Perrenoud 2001; Vanegas 2016) and who have theoretical knowledge in that respect (Butler and Winne 1995). This training would make it possible to professionalise the role, which is historically constructed based on idiosyncratic factors and individual experience that is not necessarily systematised (Ruffinelli, de la Hoz, and Álvarez, 2020).

One new finding involves the demand for collaborative and coordinated work between tutors. This is probably highlighted due to tutorials that have been given to external teachers, without natural links to the training programmes, in addition to a tradition of individual and isolated work in teaching.

In terms of collaboration, the importance of a connection between universities and schools is also confirmed (Nocetti and Medina 2018; Stenberg, Rajala, and Hilppo 2016), along with shared codes and consideration of the school's demands regarding teaching. This can be interpreted as an incipient shift towards understanding the collaborative nature of generative reflection.

The findings also emphasise an element that is not often mentioned in the literature – possibly because the quality of training is better defined in other contexts – which is appropriate disciplinary and didactic training in light of which to reflect, which can be interpreted as the need to have theory to consider to make reflection generative, which is an element not often mentioned by the participants.

With regard to the conditions of the practicums, work in triads between the preservice teacher, the tutor, and the advisory teacher is highlighted as having some conflict (Gelfuso and Dennis 2014; Hirmas 2014), transcending the evaluative aspect. For some tutors the triad is still an aspect that is debatable, while some preservice teachers consider it essential. In this respect, a new finding involves a basic condition – not resolved in dyads – that preservice teachers should have effective opportunities to give classes; that is, experiences in light of which to reflect, suggesting the existence of structural barriers to reflection.

Considering the conditions of the tutorials, the need for an appropriate time and space is supported (Cornejo 2014; Thompson and Pascal 2012; Vanegas 2016), although there is no agreement – as already stated – on whether they should be carried out immediately or on a deferred basis, and not considering the possibility of mixing both methods. The importance of creating a climate of trust and legitimacy is also confirmed (Foong, Nor, M., and Nolan 2018; Sheridan and Young 2017) based on mutual recognition, which would enable the development of greater horizontality to help reduce the evaluative nature of the tutorial. The findings also add: systematicity, a focus on support and dialogue, and understanding between the tutor and preservice teacher, advocating for conditions of continuous training support, sustained by dialogue and emotional connection.

Among the conditions for the preservice teachers, their attitude is considered important (Foong, Nor, M., and Nolan 2018; Nocetti and Medina 2018; Sheridan and Young 2017; Yagata 2017), as is their active role (Corbin and Eick 2015), although less so in the case of the latter. The findings also add commitment and responsibility, but as characteristics that the preservice teacher should possess, rather than aspects to be developed. The availability of professional knowledge is also supported (Concha et al. 2013; Crichton and Valdera Gil 2015; Díez-Fernández and Domínguez-Fernández 2018; Gelfuso and Dennis 2014; Larrivee 2008; Mauri et al. 2016; Perrenoud 2001; Stenberg, Rajala, and Hilppo 2016). However, these references do not appear with the same degree of emphasis as they do in the literature in this phase of the study, which may be due to the characteristics of the Chilean training system, which is highly heterogenous and shows evidence of precariousness, which could lead to a focus on the solidity and quality of the training provided, rather than emphasising the individual availability of such knowledge. This difference could also be explained by the

students' level of progress in their training, as this is the penultimate practicum and not the final one, which is the practicum that requires the effective use of all their professional knowledge.

The findings regarding the conditions of the preservice teachers also involve the knowledge they have of their course and their ability to reflect during the class and before the tutorial. This would suggest recognition of the focused nature of reflection, which should mobilise the connection with the context and reflection as a habit that transcends the tutorial space.

With respect to the conditions of the tutor, the recommendation is that they have commitment, engagement (Nocetti and Medina 2018), availability (Bjuland and Helgevold 2018; Corbin and Eick 2015; Diez-Fernández and Domínguez-Fernández 2018; Foong, Nor, M., and Nolan 2018), physical presence at the schools, and attitude (Foong, Nor, M., and Nolan 2018; Nocetti and Medina 2018; Sheridan and Young 2017; Yagata 2017). The need for emotional support does not appear (Sánchez and Jara 2014; Ruffinelli, de la Hoz, and Álvarez 2020), nor the legitimisation of experiential knowledge (Cruickshank 1987; Dewey 1989; Guerra 2009; Perrenoud 2001; Schön 1983), but empathy is identified as being essential for the climate of trust based on mutual recognition. The absence of a discourse about the tutor's role of emotional support, revealed in other studies, probably responds to criticism regarding the cathartic space in which reflection on practice may have become. In this vein, the lack of references to legitimisation of knowledge generated via reflection on experience – a key condition of generative reflection – seems instead to show the way in which a technical approach prevails, in which reflection serves a process in which performance should be supported by theory, instead of an approach that allows valid theory to be built based on experience.

Also verified is the need to have specific training to teach reflection (Foong, Nor, M., and Nolan 2018; Nocetti and Medina 2018; Sheridan and Young 2017; Yagata 2017), the ability to mediate the connection between theory and practice (Stenberg, Rajala, and Hilppo 2016), comprehensively supporting the preservice teacher (Sánchez and Jara 2014) and offering them progressive autonomy (Beauchamp 2015; Mauri et al. 2016; Svojanovsky 2017).

The findings regarding the conditions that the tutors should have are related to having theoretical knowledge about reflection, and experience in the classroom and in teaching reflection. Also highlighted is the ability to make the performance of the preservice teacher visible – creating a guiding-constructivist conflict between showing and evaluating or promoting reflection – transcending the evaluative aspect, mediating the relationship between the student/university/school, being educated in the same speciality as the student, being familiar with the context and their preservice teachers, and promoting collaborative reflection. These conditions, related to correcting weaknesses in the training, do not include those such as the ability to guide or structure reflection (Diez-Fernández and Domínguez-Fernández 2018; Nocetti and Medina 2018; Perrenoud 2001), which are typical of a constructivist perspective. The availability of theoretical knowledge of the profession is also not highlighted (Crichton and Valdera Gil 2015; Diez-Fernández and Domínguez-Fernández 2018; Mauri et al. 2016; Stenberg, Rajala, and Hilppo 2016), probably because of the predominance of the role of the tutor as an expert and guide.

Conclusions

The findings suggest that it is not strictly possible to talk about conditions for generative reflection, but rather certain conditions are identified that would enable the development of cognitive reflection that is comparable to the ability to analyse, which is not necessarily the focus of the tutorial. This may be explained by the aforementioned prevalence in the literature (Ruffinelli 2018; Ruffinelli, de la Hoz, and Álvarez, 2020) of representations by the tutors themselves as being expert judges who provide support based on a guiding approach – supported by judgements and suggestions – with fewer representations of tutors as promoting reflection and professional development, conflicting with the generative perspective of helping the student find their own answers.

In addition, the qualifying nature of the practicums, as Ross (2014) pointed out, tends to affect the reflective process and, far from promoting it and facilitating the autonomy of the preservice teachers, it tends to focus on considering the judgements and suggestions of the tutor as a strategic decision in the power structure of the dyad, where the tutor can approve or fail the student. In this context of tension to obtain approval, it is difficult for preservice teachers to genuinely choose to find their own answers, substantiate their decisions, and achieve independence from the tutor. The difficulty that tutors have to promote reflective practice as a professional development strategy is also evident, with the SRs being more commonly linked to judgement and suggestion as pivots of change, although this is probably due to the persistence of traditional practices (Russell 2012), which, in turn, would be connected to the idiosyncratic nature of these practices in the Chilean context, marked by the weak integration of the tutor into the training process.

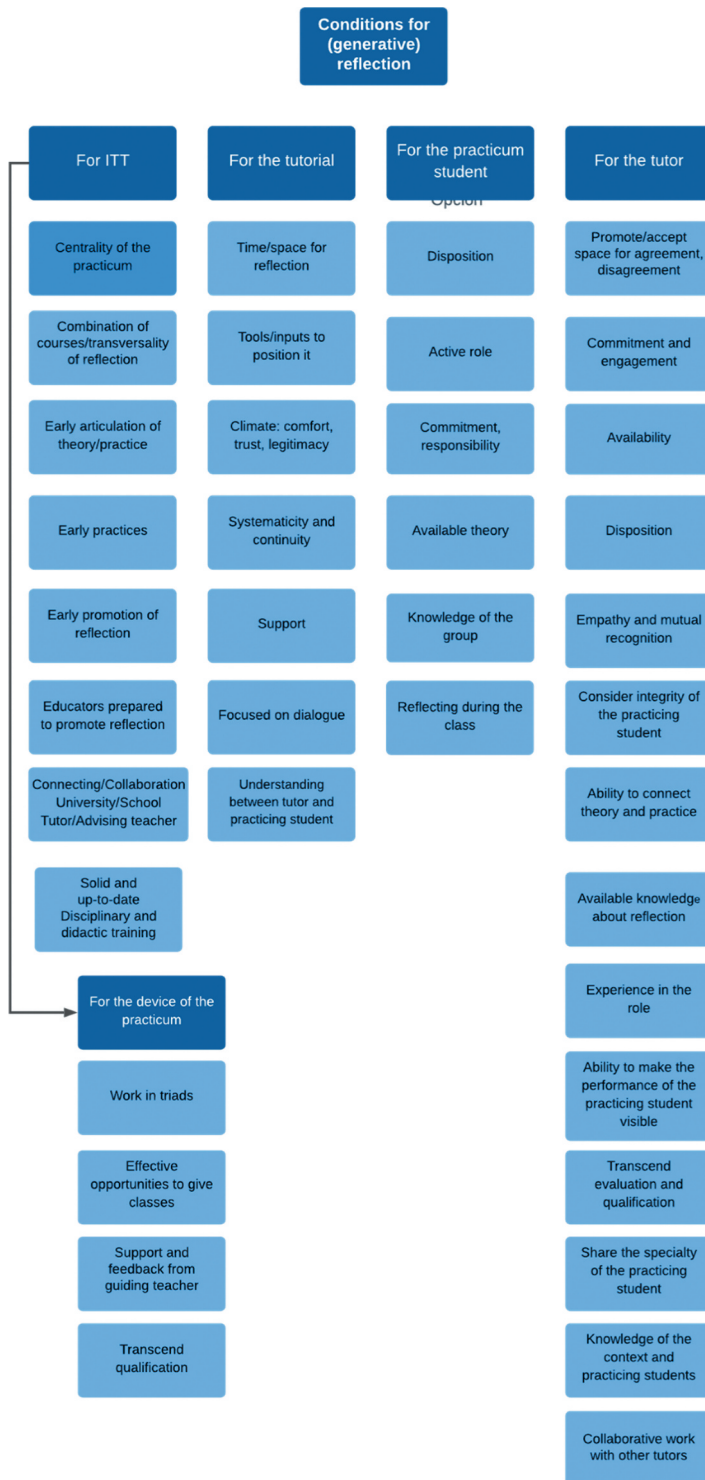
Lastly, emphasising the tutor's role as an expert, the findings show that the representations of the tutorial among tutors focus on dyads, while the notion of triads emerges among the preservice teachers, who are building the idea of the need to incorporate other actors (such as the school's advisory teacher) and other perspectives into this space for professional development, all of which is closely related to the precarious development of the field in the Chilean context.

All things considered, a broad range of conditions are reported without there necessarily being a consensus among the participants. There is predominant identification of conditions that encourage reflection in a situated context of continuity, systematicity, and support, which transcends the limits of modalities, judgements, and evaluations, adapting to the training needs of the students.

The findings make the theory more robust, identifying conditions for reflection in initial teacher training, in the devices of the practicums, in the tutorials, among the preservice teachers, and among the tutors. Based on this, a systematised map can be created on which to deploy explicit teaching strategies for reflection that increase the probability of achieving the effects of professional development promised by the approach of the teacher as a reflective professional.

The findings obscure the evident need to reconsider the current SRs regarding the guiding and evaluative role of tutors who hinder generative reflective practice, a perspective that is still far off in practice and only incipient in the discourse.

A summary of the elements that constitute the conditions of the model for generative reflection can be seen below:



The findings require investigative efforts in order to expand the view of these conditions from the perspective of different moments in education, in line with the objectives

proposed for the second part of this research, which will look more deeply at the perspectives of students and tutors in the final professional practicum, in order to advance towards the construction of a map of representations that differentiates the conditions sustained by the empirical evidence.

Notes

1. University lecturers that guide pedagogy students' practicums.
2. Students of basic pedagogy in their penultimate practicum.
3. School teachers that provide guidance for practicums.
4. The penultimate practicum is usually carried out a year or semester before completing ITT and it has a pedagogical focus, while the professional practice occurs at the end and has a disciplinary focus.
5. Programme A: large, prestigious traditional public university, specialised in ITT; Programme B: prestigious private university specialised in social sciences, smaller and with less experience.
6. Provision of services for a limited time without a long-term employment agreement.

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